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Educational Television Series 1968-69

Teachers' Guide

Professional Development

The Classroom in Action

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue, Toronto 17

PROFESSIONAL DEVELOPMENT

THE CLASSROOM IN ACTION

10 programs, 20 minutes each

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Please address your comments and questions to:

Assistant Superintendent,
Professional Development
Education Section,
E T V Branch,
1670 Bayview Avenue,
Toronto 17.

INTRODUCTION

One of the best ways to learn about the skills which make up the teaching task is to observe good teachers practising them in the classroom. When a lesson or teaching episode is observed, these skills are seen as part of the whole and not as isolated parts.

The focus of this series is on the parts — the individual elements of teaching. To present a series about each of these many skills, would necessitate one of interminable length. Therefore, each program will deal with one element, chosen from a number of important elements.

In order to obtain material for the programs, twelve classrooms were visited where complete lessons were taped. From these tapes, segments have been selected to illustrate the theme of each program.

Although the series was developed primarily for use with student-teachers in the Teachers' Colleges, experienced teachers should find the series informative and interesting.

Teachers' College personnel from across the province selected classrooms and worked with teachers to prepare each of the twelve tapings

Miss Norma Reany
Earl Grey Public School
Toronto

Mr. William Hunkin
William G. Miller Public School
Scarborough

Miss Gail Mershall
West Humber Public School
Etobicoke

Mrs. Linda Gibson
Carleton Public School
St. Catharines

Mr. Jack Diverty
Norwood Park Public School
Hamilton

Mr. John McCarroll
St. Michael's Separate School
Stratford

Miss Diane Disher
Byron Northview Public School
London

Miss Irene Daniels
Christ the King Separate School
Windsor

Mr. Ivan Fraser
King George Public School
Peterborough

Mrs. Sims
Bel Air Public School
Ottawa

Mrs. Warwick
A. Vance Chapman Public School
Port Arthur

PROGRAM 1

THE LEARNER AND THE TEACHER

The program raises four questions about the teaching-learning situation:

- What is the role of the child?
- What is the role of the teacher?
- What is the relationship between teacher and child?
- What is the relationship between teacher-activity and pupil-activity?

Sequences show:

- children engaged in a wide variety of self-directed activities, reading, using audio-visual materials, making notes and charts, working in groups, experimenting, etc.
- the teacher, participating indirectly,
- the teacher, engaged in various aspects of the teaching task.

PROGRAM 2

A SET FOR LEARNING

The program illustrates methods of establishing a set for learning. Brief segments of the program show five teachers preparing children for learning in the following situations:

- stimulating a class for creative expression in art,
- relating old learning to the new by reviewing the old,
- relating old learning to the new by review and attempting to draw upon the daily experiences of the children to give the new learning some significance,
- interesting the class in a new topic by involving them in creative dramatic expression,
- giving the class a share in posing problems and in suggesting solutions for them.

PROGRAM 3

TEACHER—GUIDE, RESOURCE, PARTICIPANT

The program shows the teacher as a participant in the learning rather than as a director. Although she is with the children, she tries not to dominate.

Sequences show:

- the children engaging in various learning activities,
- the teacher, when it seems needed, sometimes listening, questioning or offering guidance,
- teachers arranging the learning situation by establishing the framework or limits of the learning activity,
- a teacher, reluctant to allow children to stray too far from the particular path chosen for the day's work, helping them to come back to it.

PROGRAM 4

PRESENTING INFORMATION

Most teachers believe that there is a place in the classroom for the short lecture, the explanation, the demonstration. Some or all of these teaching techniques are part of the total teaching situation.

Sequences in this program show teachers using a variety of teaching techniques.

- using the Socratic – questioning approach,
- explaining the meaning of some scientific terms,
- combining lecture, questioning, pupil participation and visual aids.

PROGRAM 5

UNDERSTANDING THROUGH QUESTIONING

There is a moment in learning when the child has to move from the concrete to the abstract. This is the time when he tries to grasp a new concept, come to a new understanding, or see a new relationship. It is a step that can be taken by the pupil. The teacher cannot do this for him but can help him. He can question him to stimulate thought; he can suggest further experiment and likely areas of explanation; he can help him to organize his experiences to promote growth.

The teachers' role in this kind of learning situation is illustrated with teachers helping children:

- to understand a mathematical law,
- to learn some basic geographical concepts,
- to express creative thoughts,
- to make mathematical discoveries.

PROGRAM 6

QUESTIONING – A TEACHING SKILL

Although questioning techniques are observed through the whole series, this program will look at the versatility of questioning skills used by several teachers. The following sequences show teachers questioning children:

- to draw inferences about climate and people from a picture,
- to summarize new learning,
- to review old learning.

PROGRAM 7

CLASSROOM ATMOSPHERE

Learning flourishes in a classroom when a wholesome rapport is established between pupil and teacher. The program deals briefly with the question of classroom control. Some of the following sequences show specific incidents where healthy teacher-pupil attitudes have been developed:

- a teacher's reaction to her pupils' achievements,
- a teacher-pupil bond through mutual respect,
- two teachers express their thoughts on control,
- a teacher helping to relate learning to the pupils' real life experiences,
- a teacher providing clear goals and problems for children to work on,
- a teacher showing the importance of good organization and planning.

PROGRAM 8

WORKING TOGETHER

A good learning situation provides opportunity for children not only to learn individually but to learn in groups. A necessary part of the role of the teacher, in this type of learning situation, is to provide good planning and organization.

Sequences show:

- two teachers expressing their views concerning the value of group activity,
- groups working with complete freedom to experiment, guided only by a very vague assignment,
- groups working with restrictions within a framework of a limited assignment.

PROGRAM 9

INFORMAL EVALUATION

Evaluation of the learning experience is an essential continuous element of good teaching. This program deals with informal and individual evaluation which takes place during and immediately after the learning. Formal evaluation – tests and examinations – is not included.

Sequences show:

- children reporting on their learning, experiments, discoveries, research, etc.
- teachers questioning, not simply to find out what the child has learned, but to help him use his learning as a springboard to further knowledge,
- teachers checking children's progress in class and group situations,
- teachers' manner of response to children's statements.

PROGRAM 10

REINFORCING THE LEARNING

Learning, if it is to contribute to the child's growth, should be retained and utilized by him. This program deals with

such activities as practise, applying the new knowledge, continued learning in depth and breadth, which help to fix and make learning an integral part of him.

Sequence show:

- children using their learning for creative dramatic expression,
- children making records in written or graphic form,
- a teacher presenting new learning from a different frame of reference,
- a teacher helping children organize factual knowledge,
- a teacher helping them to discover ways of deepening and extending knowledge.

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Prog. No.	CBC 9:00-9:20	CHCH 9:30-9:50	CKCO 9:00-9:20	CJOH 12:00-12:20	CBOT 9:00-9:20	CKLW 9:00-9:20
1	OCT. 19	OCT. 19	OCT. 19	OCT. 19	OCT. 19	OCT. 19
2	OCT. 26	OCT. 26	OCT. 26	OCT. 26	OCT. 26	OCT. 26
3	NOV. 2	NOV. 2	NOV. 2	NOV. 2	NOV. 2	NOV. 2
4	NOV. 9	NOV. 9	NOV. 9	NOV. 9	NOV. 9	NOV. 9
5	NOV. 23	NOV. 16	NOV. 231	NOV. 23	NOV. 231	NOV. 23
6	DEC. 7	NOV. 23	DEC. 7	DEC. 7	DEC. 7	DEC. 7
7	DEC. 14	NOV. 30	DEC. 14	DEC. 14	DEC. 14	DEC. 14
8	JAN. 11	DEC. 7	JAN. 11	JAN. 11	JAN. 11	JAN. 11
9	JAN. 18	DEC. 14	JAN. 18	JAN. 18	JAN. 18	JAN. 18
10	JAN. 25	JAN. 11	JAN. 25	JAN. 25	JAN. 25	JAN. 25

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